

# National Core Arts Standards

EU = Enduring Understanding...

WHY is this important?

EQ = Essential Question...

WHAT should students know?

## CREATING

### ➤ **Imagine**

*(Generate musical ideas for various purposes and contexts)*

- EU: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- EQ: How do musicians generate creative ideas?

### ➤ **Plan & Make**

*(Select and develop musical ideas for defined purposes and contexts)*

- EU: Musicians' creative choices are influenced by their expertise, context, and expressive intent
- EQ: How do musicians make creative decisions?

### ➤ **Evaluate & Refine**

*(Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria)*

- EU: Musicians' evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- EQ: How do musicians improve the quality of their creative work?

### ➤ **Present**

*(Share musical work that conveys intent, demonstrates craftsmanship, and exhibits originality)*

- EU: Musicians' presentation of creative work is the culmination of a process of creation and communication
- EQ: When is creative work ready to share?

# PERFORMING

## ➤ **Select**

*(Select varied musical works to present based on interest, knowledge, technical skill, and context)*

- EU: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- EQ: How do performers select repertoire?

## ➤ **Analyze**

*(Analyze the structure and context of varied musical works and their implications for performance)*

- EU: Analyzing Creators' context and how they manipulate elements of music provides insight into their intent and informs performance
- EQ: How does understanding the structure and context of musical works inform performance?

## ➤ **Interpret**

*(Develop personal interpretations that consider creators' intent)*

- EU: Performers make interpretive decisions based on their understanding of context and expressive intent
- EQ: How do performers interpret musical works?

## ➤ **Rehearse, Evaluate, & Refine**

*(Evaluate and refine personal and ensemble performances, individually or in collaboration with others)*

- EU: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria
- EQ: How do musicians improve the quality of their performance?

➤ **Present**

*(Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context)*

- EU: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response)
  
- EQ: When is a performance judged ready to present?  
How do context and the manner in which musical works is presented influence audience response?

# RESPONDING

## ➤ **Select**

*(Choose music appropriate for a specific purpose or context)*

- EU: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes)
- EQ: How do individuals choose music to experience?

## ➤ **Analyze**

*(Analyze how the structure and context of varied musical works inform the response)*

- EU: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music
- EQ: How does understanding the context of music inform a response?

## ➤ **Interpret**

*(Support interpretations of musical works that reflect creators' /performers' expressive intent)*

- EU: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent
- EQ: How do we discern the musical creators' and performers' expressive intent?

## ➤ **Evaluate**

*(Support evaluations of musical works and performances based on analysis, interpretations, and established criteria)*

- EU: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria
- EQ: How do we judge the quality of musical work(s) and performance(s)?

# CONNECTING

## ➤ **Connect #10**

*(Synthesize and relate knowledge and personal experiences to make music)*

- EU: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding
- EQ: How do musicians make meaningful connections to creating, performing, and responding?

## ➤ **Connect #11**

*(Relate musical ideas and works with varied contexts to deepen understanding)*

- EU: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding
- EQ: How do other arts, other disciplines, contexts, and daily life inform responding?